UbD and MI Mashup

The four chapters we were required to read cover a wide variety of topics. The ones I found most important to what we are doing in class and will need in our future classrooms would be teaching strategies, developing lesson plans and some flexibility in the classroom. The reading touches upon how students can think at a higher level in the classroom as well as how teachers can engage students in the content areas they work with. This is important to me because as a teacher it tends to help if students like you and like your class and are excited to be there. The important elements that we learned about for flexibility as a teacher had to do with how to use time, resources, space, how to group students, strategies for learning and strategies for teaching. The over lap from Multiple intelligences would be once again how to use the theory of multiple intelligences in a classroom. The biggest part of MI was how to use a hook for our students. This is useful because in class right now we are focusing on lesson plans and a hook plays a big part in that process. Multiple intelligences also touches upon teaching strategies for the our students MI needs. A few useful ones I liked and would like to use would be; visualization, storytelling and color cues. There were more helpful strategies those are just the ones I found helpful and would like to read more about. The last important thing I could relate to would be the WHERETO model. The acronym was extremely helpful and I already have it saved away in my folder. I feel as if the WHERETO may end up being the most important part of the reading because Stage 3 I feel is going to revolve around this a lot. Most of the information from multiple intelligences was overlap, but comparing the readings to one another opened up a different perspective. Each book still had its own ideas, but held the same important message.

W - How will I help learners know **what** they will be learning? **Why** this is worth learning? **What** evidence will show their learning? How their performance will be evaluated?  
H - How will I [**hook**](http://lms.marshall.k12tn.net/evaluation%20stuff/Lesson%20Hooks.doc) and engage the learners? In what ways will I help them connect desired learning to their experience and interests.  
E - How will I **equip** students to master identified standards and succeed with the targeted performances? What learning **experiences** will help develop and deepen understanding of important ideas?  
R - How will I encourage the learners to **rethink** previous learning? How will I encourage ongoing **revision** and **refinement**?  
E - How will I promote students’ [self-\*\*evaluation\*\*](http://www.ndt-ed.org/TeachingResources/ClassroomTips/Self-evaluation.htm) and reflection?  
T - How will I **tailor** the learning activity and my teaching to address the different readiness levels, learning profiles, and interest of my students?   
O - How will the learning experiences be **organized** to maximize engaging and effective learning? What sequence will work best for my students and this content?